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ABSTRACT

Presented is the 1972 annual report of a Title VI-B project to develop and coordinate a comprehensive exceptional child program in the north rural Florida counties of Hamilton, Madison, Suwanee, Taylor, and Lafayette. Given are the following eight project objectives: cooperation between two or more counties to employ a special education director and/or school psychologist; improvement of the curriculum for educable (EMR) and trainable mentally retarded (TMR) children through implementation of a curriculum guide; planning and implementation of preschool, post-school, and inservice training programs for special teachers; upgrading of leadership and program improvement through inservice training of administrators; evaluation of the role/and functions of the multicounty coordinator; provisions for psychological testing for diagnosis and instruction of students; and improvement in teacher evaluation of student performance. Reported are accomplishments such as the following to satisfy the eight objectives: establishment of tri-county directorship of exceptional child education; field testing of a curriculum guide for EMR and TMR students; an instructional improvement workshop; development and teacher examination (in a workshop) of instructional materials for EMR students; plans to continue the position of multicounty coordinator/consultant after final Title VI funding; psychological testing of over 250 students for the EMR and TMR programs; and improved teacher attitudes toward behavioral objectives. (Included in appendixes which comprise half the report are documents pertinent to the objectives such as a learner advocacy model for educational renewal and a teacher self rating form.) (MC)

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DEVELOPING AND COORDINATING A COMPREHENSIVE EXCEPTIONAL CHILD PROGRAM IN FIVE RURAL NORTH FLORIDA COUNTIES

ANNUAL REPORT
1972

Hamilton County School Board
Jasper, Florida

ED 087153

DEVELOPING AND COORDINATING A COMPREHENSIVE EXCEPTIONAL CHILD PROGRAM IN FIVE RURAL, NORTH FLORIDA COUNTIES

A Title VI-B Project of
The Elementary and Secondary Education Act

Serving the
SCHOOL DISTRICTS OF HAMILTON, MADISON, SUWANNEE, TAYLOR AND LAFAYETTE COUNTIES, FLORIDA

ANNUAL REPORT
1972

James L. Dunaway
Superintendent

Lillian Sasnett
Project Director

ANNUAL REPORT

Introduction

Eight goals were specified for this multicounty project. These were:

1) To develop a cooperative project between two or more of the counties to employ an exceptional education director and/or school psychologist.

2) To improve curriculum for the EMR and TMR children by implementing a curriculum guide in sixty percent of the counties served by the Title VI project.

3) To plan and implement preschool, post-school and in-service training programs for exceptional education teachers.

4) To upgrade leadership and program improvement through in-service training of administrators.

5) To inform exceptional education personnel about materials and equipment.

6) To analyze and evaluate the role and functions of the multi-county coordinator/consultant with a view toward improving coordination activities and increasing the potential impact of the coordinator upon instructional programs.

7) To provide individual psychological testing in order to more accurately diagnose, classify, and prescribe instruction for the students served by this project.

8) To improve evaluation of student performance by initiating student-centered criteria in reference to evaluation.

In order to highlight the coherent nature of these objectives, it should be pointed out that objectives No. 1, 4, 5, and 6 of the above deal primarily with activities depending directly upon the functions and role of the multi-county coordinator. Objectives No. 2 and 3 focus primarily upon in-service programs aimed at directly improving the quality of instruction through their impact upon the project teachers. And finally, objectives No. 7 and 8 focus primarily upon evaluation, both for the purpose of classification and placement and overall project evaluation.

We now turn to detailed reporting of the degree of accomplishment of each of the above objectives.

Objective No. 1:

The previous specified evaluation for this objective was stated as follows:

> Evaluation of this objective will consist of a written document that outlines the responsibilities of school psychologist and/or director to the counties involved in the commitment of two or more of the counties to support the exceptional child director and/or school psychologist.

In sparcely populated areas, such as Hamilton, Madison, and Suwannee counties, a cooperative plan to provide services to the several categories (partially sighted, speech problems, etc.) seems to be the most effective and economical plan. In order to accomplish the services required, organization for planning and implementation of programs is necessary and this required the establishment of a position of Director or Coordinator of Special Education. Future programming is highly dependent upon someone who can devote full-time to such activities.

A coordinator or Director of Special Education is delegated certain responsibilities for administering, supervising, and coordinating educational programs and facilities for a typical children. The decision to employ a coordinator could be made only after consideration had been given to the duties and functions of the coordinator and the responsibilities of the coordinator in planning for program development and extension.

As a result of the wholehearted cooperation of the three superintendents involved and Exceptional Education at the State Department of Education, arrangements have been finalized to establish and staff the position of Tri-county Director of Exceptional Child Education in Hamilton, Madison, and Suwannee Counties. In addition, a working document has been developed describing the duties and responsibilities of such a Tri-county Director of Exceptional Child Education. This document is included in total in Appendix A.

It is felt that this reduction in the number of counties is highly desirable in that the newly established role of Tri-county Director of Exceptional Child Education will be much more desirable than the previous five county arrangement. The advisability of the reduction of the area covered and the establishment of a director or coordinator was also recommended by each of the onsight Title VI evaluators who visited the project last year.

Objective No. 2:

The procedures previously specified for the evaluation of this objective are as follows:

Evaluation will be accomplished by presenting the proof that sixty percent of the counties have and are using curriculum guides. In addition, standardized achievement tests will be administered pre- post- instruction in an effort to determine the extent of improvement and performance which has resulted. As curriculum reference instruments are developed or selected, they will be relied upon more heavily than standardized tests which are viewed as a "stop gap" measure.

The Title VI Consultant implemented field testing of the Yeshiva Social Learning Curriculum which is a curriculum for mentally retarded students:

a. Briefed exceptional child coordinators in each of the five counties on the curriculum and obtained a commitment from each to allow teachers to participate in field testing.

b. Developed component for inservice training session to orient teachers to the curriculum.

c. Coordinated inservice training session.

d. Served as field test advisor which included distribution of materials and collection of evaluation data and working individually with teachers in implementing the curriculum.

e. Worked out details to continue field testing next year. Since the Title VI Consultant will only be working with three counties, the five counties were divided into two clusters and a field test advisor was secured for the new cluster made up of Lafayette and Taylor County teachers.

Field test materials were only available at the primary and intermediate levels. Of 24 teachers who were eligible, 15 volunteered to field test. Of the 9 who chose not to field test, one was using a similar curriculum, two were resource room teachers who felt they could not devote the time needed to teach the curriculum because of their schedule, and three anticipated too many withdrawals and interruptions of the program because of extensive psychological testing of ECE students to be done during the year. Next year there will be an anticipated increase of six teachers in field testing.

An inservice component totaling six inservice days in which ECE teachers were to develop a curriculum guide was written and included in each county's plan for inservice training. The objectives, activities and evaluation were developed jointly by the Title VI Consultant and the university consultant who was to conduct the inservice training. Dates for the training session had been finalized. Two weeks before the first session was to be held the Title VI Consultant, having failed to receive certain materials requested, contacted the university consultant to be told she would be unable to work with the teachers. The reason given was increased duties at the University. She gave no reason for not assuming the responsibility for informing the Title VI Consultant, nor did she offer to find a replacement. She did mention a graduate student who might be availabe. When a new workshop consultant was secured, the decision was made to structure the inservice training around the expressed needs of the teachers. The teachers did not elect to work on developing a curriculum guide when given this as an option. However, Suwannee County ECE teachers having recognized the need for a sequential curriculum guide have chosen to work on a curriculum guide for EMR's for next year.

Objective No. 3:

Previously stated evaluation procedures for this objective are as follows:

Evaluation of each in-service training program will consist of a copy of the program of the workshop, any materials developed in the workshop, a list of participants, and an evaluation of the workshop consisting of pre- and post-testing over content and teacher's perceived attitude and value toward the topic.

On October 15, 1971 an in-service workshop was held in Madison, Florida, for teachers within the multicounty area. Dr. Bob Brown and Mrs. Beverly Helms served as the consultants in this workshop. Following is a copy of the agenda for the workshop and pre- and post-test scores.

AGENDA

Title VI In-Service Workshop
October 15, 1971

8:30 - 9:00 a.m.

I. Introduction of participants and brief overview of the days activities. Pre-testing.

9:00 - 12:00 noon*

II. The place of evaluation in the management and improvement of instruction.

1. Purpose of evaluation.
2. Norm vs. Criterion evaluation.
3. Behavioral objectives in evaluation.
4. Formative and summative evaluation.
5. A "systems approach" model.
6. Reporting evaluation outcomes.

*10:30 - 10:45 Break

11:00 - 3:00 p.m.

III. Improved Classroom Management via Contingency Procedures.

PRE–AND POST–SCORES

	Part I		Part II	
Name	Pre	Post	Pre	Post
Green	1	19	3	4
Lee	9	25	3	5
Messner	8	31	6	8
Doyl	9	22	2	5
Seidemann	2	23	7	
Presley	4	22	3	7
Brown	7	22	1	
Barrett	3	19	1	5
Lloyd	0	29	5	7
Coleman	0	25	5	8
Parker	7	22	4	5
Perry	2	27	4	6
Thomas	0	28	4	5
Honeywell	0	25	4	4
Demps	0	22	3	3
Tice	0	16	4	7
Oliver	2	15	1	4
Bullard	1	29	3	7
Braddock	7	26	3	7
Simmons	0	9	4	2
Wilson	18	22	5	7
Grenier	0	30	7	8
Steen	0	20	4	8
Golden	0	16	2	3
Pearson	4	30	5	8
Sanders	0	1	3	4
Chandler	11	29	2	8
Howell	0	31	4	8
Thompson	6	17	3	
McKnight	14	28	3	8
Lumpkin	0	21	2	5
Sheffield	2	29	6	9
Sanchez	10	28	6	9
MEAN	3.5	23.0	4	6

Check the appropriate boxes:

Teacher [ ] Elementary [ ]

Supervisor [ ] Junior High [ ]

Coordinator [ ] Senior High [ ]

Below are a number of statements concerning objectives and evaluation. You are to indicate how much you agree or disagree with each of the statements by encircling the letter representing one of the following expressions:

Strongly Disagree (SD) Disagree (D) Neither Agree nor Disagree (NA) Agree (A) Strongly Agree (SA)

		$\bar{X}$
1. I now have a better idea of what evaluation is "all about" than I had before this workshop.	SD D N A (SA)	3.8
2. A structure for evaluation is useful in attempting to evaluate any program.	SD D NA (A) SA	4.3
3. Developing objectives makes me feel more confident.	SD D N (A) SA	3.7
4. Objective writing is something which I enjoy doing.	SD D N (A) SA	2.7
5. When I hear the word "objective," I have a feeling of dislike.	SD (D) N A SA	2.7
6. Objective writing is too complicated to learn in a one-day workshop.	SD D N (A) SA	2.3
7. Beginning teachers are too inexperienced to write objectives.	SD (D) N A SA	3.6
8. I approach writing with a feeling of hesitation resulting from fear of not being skilled in writing objectives.	SD (D) N A SA	2.9
9. Developing good program objectives and instructional objectives will facilitate the improvement of teaching procedures.	SD D N (A) SA	3.4
10. I could have learned as much by reading a book.	SD (D) N A SA	3.3
11. The instructors really knew their subject.	SD D N (A) SA	4.1
12. There was too much lecture and too little inter-action.	SD D N (A) SA	2.8

5 - good

The Madison Instructional Improvement Workshop was a six day workshop held on August 24,25, 26, 1971, November 2, 1971, March 10, 1972, and June 5, 1972 in Madison, Florida. Following is the evaluation of the workshop by the workshop consultant, J. W. Cleary.

AN ASSESSMENT OF THE MADISON INSTRUCTIONAL IMPROVEMENT WORKSHOP– AN EDUCATIONAL RENEWAL EXPERIENCE

J. W. Cleary, Assistant Professor
Program for Exceptional Children
University of Georgia
July 1972

This report is an assessment of a sixday workshop in a special education shared services region in North Florida. It was funded under Title VI-B. In the sections to follow, the Process and Product will be described and conclusions will be drawn. The writer, a co-leader in the workshop, would like to express his sincere appreciation to the participants, to Dr. Landis Stetler's staff for their responsiveness and interest, to the school personnel in Madison County who loaned us equipment and facilities, and lastly to the other co-leader, Lillian Sasnett for her leadership and wonderful cooperation.

Short Summary of the Assessment

This assessment of the total process and product of the Madison Instructional Improvement Workshop (MIIW) is a combination of information gathered during each session, as well as that gathered on the last day. The assessment information gathered on the last day attempted to summarize the change in attitudes and cumulative output over the whole six days.

It can be said that most of the goals of the workshop were met. Goals one, two and four were achieved to greater extent than goal three. The participants were less willing to identify needs for the acquisition of new concepts, and their performance was poorer in this area. When they were engaged in activities which were aimed at goals one and four they were most attentive, most active as learners and indicated greatest satisfaction. The participants were free and open for the most part. Indigenous leaders selected by the groups were active and able in obtaining the necessary feedback needed by the MIIW co-leaders.

The group was not always willing to take the necessary time to assess the effectiveness of their work during a given day. This reduced the amount of assessment information because the co-leaders did not force them to carry out the complete assessment planned for each day. A minimum assessment was obtained each day though and this was used to develop plans for the next session.

To insure that the process/product of this workshop was actually worth the investment, the next year's inservice for these participants should have built on the teacher renewal that was achieved through this workshop. Long range goals were identified and teacher peer-leaders were ready to assist in the implementation. Regretfully, funds to carry this out were not available. Thus the groupness, the better defined needs, the sense of agency (what could be called the "internal locus control"), the beginning dialogue with administrators, all of these products of the workshop would not become the underpinning for increased output in the future.

Introduction

Traditional inservice education has often proven to be ineffective for several reasons. It is not individualized and therefore those who undergo it are less likely to individualize instruction when they are on the job. It repeats past mistakes. Therefore it does not renew or recreate the teacher. It is fragmented and unarticulated. Therefore, there is no lasting effect on classroom practices. It seldom represents the teacher's perception of their needs for training nor does it involve them in planning for the training once a topic is chosen. Therefore it is often disowned or endured by teachers since it is not relevant or goal oriented. Often it fails to discriminate those teachers who already have the knowledge or skill but do not want to use it. That is, past inservice training confuses a knowledge problem with what is really a performance problem (Mager, 1970). Finally when learning does take place it is usually at the lowest levels of the cognitive and affective domains of the Taxonomy of Educational Objectives (Bloom, 1956). There is usually little attempt by teachers who remain at the attending level and not at the satisfaction in response, or valuing levels in the Affective Domain.

The Madison Instructional Improvement Workshop (MIIW) was designed to attempt to cope with the above mentioned problems. Above all it was designed to be a true renewal experience. The workshop co-leaders, Lillian Sasnett and Jim Cleary became "advocates" of the learners. As learner advocates it was important that the co-leaders establish only a minimum goal structure and then expect the group to envolve both the specific objectives and if possible the instructional format in which the objectives would be pursued. In summary, what follows is an account and an assessment of how this was done in the six day MIIW. The paper on the "learner Advocacy" model for educational renewal is contained in Appendix B. It gives a more detailed discussion of that concept.

In the true renewal experience there must be: (1) an unfreezing, a creation of the motivation to change; as well as the psychological safety in which to be willing to change; (2) a development of new responses, based on the new information the learner is receiving; and (3) a refreezing, a stabilization and integration of the changes. This process is described more fully by Bennis et al (1968) in an article entitled "Personal Change Through Interpersonal Relationships." "Unfreezing" is necessary because most teachers have long-established negative attitudes towards inservice training. They have learned to play a passive role. Therefore in the first three days the Co-leaders gave a minimum of inputs and expected the group to be active-reactive learners to facilitate the beginning of the unfreezing process.

The format for the assessment draws heavily upon suggestions by Daniel Slufflebeam in a paper entitled "The Use and Abuse of Evaluation in Title III" delivered at the National Seminar on Innovation, July 1967. The INPUTS, the goals or objectives for a given day are described first. Then the PROCESS or the activities used to achieve these goals or objectives. A PROCESS ASSESSMENT is also described. Finally, the PRODUCT or output of the activities is listed.

Days one, Two and Three, August 24,25,26, 1971

INPUT	PROCESS	OUTPUT
Goals of MIIW 1. To identify felt needs of special education teachers. 2. To develop strategies to meet these needs. 3. To extend participants understanding of new concepts and techniques. 4. To develop long range inservice goals.	Activities Goals One, Two Activities were designed to establish four kinds of linkages in the group: (1) goal; (2) communication; (3) affect; and (4) power linkages (Torrance 1965). It was felt that this would be the most effective method to "unfreeze". Small and large group discussion groups were developed. Teachers of different levels in both T. M. R. and E. M. R. areas met with colleagues from other counties and with their own counties to discuss problems, etc. Mrs. V. Eaton, Consultant, Education for Exceptional Children, State Department of Education, spoke to the group on the topic of County Plans. PROCESS ASSESSMENT The group appeared to be startled by the permissive atmosphere. They enjoyed meeting one another and noting that there was a great commonality in problems. There was a strong feeling of anger and frustration towards the workshop co-leaders because it appeared that they weren't providing strong leadership. The group finally identified their felt needs and the co-leaders established small groups wherein teachers shared with each other the methods and techniques.	Goal One The felt needs of the participants were obtained. Also process of strategy development was begun. These felt needs were identified: 1. More information on long range plans for special education. 2. Knowledge of methods for involving parents in special education. 3. Knowledge of how to deal with learning and behavior problems. 4. Knowledge of how the monies given to special education teachers units was allocated within the county. (Teacher satisfaction with the product was noticeable increased by the visit of Mrs. Virginia Eaton from the State Department of Education on very short notice. This also enhanced the power, and communication linkages the co-leaders were striving to develop). Goal Two, Three Topics for the future days of the workshop were also identified. Administrators were to be invited, as well as Ray Carver, a curriculum consultant from Suwannee County, to talk on remedial education. Also, the State Department

INPUT	PROCESS (continued)	OUTPUT (continued)
	they had found helpful in dealing with disruptive children, and children with severe learning deficits, among other topics. The reaction sheets (Appendix C) showed that they increased their satisfaction with the activities over the three days, with the last day showing the largest group as satisfied with their progress. (These sheets were distributed after each of the six days and were used to revise program).	Edu-Course on Behavior Modification was scheduled for the immediate next day. This, and the presentation on the Engineered Classroom were indications that the goal to develop understanding of new concepts in special education was being achieved. Another product of these three days was identification of 5 participants who could provide advice and share leadership with the co-leaders, what later developed into the Teacher Renewal Advisory Committee (TRAC). It can be concluded, therefore, that the "unfreezing" phase, was successfully established and that the next phase, the "learning of new responses" could begin with optimistic expectations for success.

DAY FOUR		
INPUT	PROCESS	OUTPUT
The Terminal and Interim Performance Objectives are listed in Appendix D for Day Three.	Terminal Performance Objectives One, Two, Three Each learner was provided with a booklet which stated both the TPO and IPO, as well as pre post tests. (Appendix D) Activities Lecture type presentations along with samples of the content in the lecture were provided by Mrs. Pat Hollis and Mrs. Doris Bridgeforth, Consultants, Education for Exceptional Children, Department of Education. A simulation of the Engineered Classroom where each participant played the role of student or teacher was developed to allow the participants to actually apply the concepts learned in the lecture part of the session. After this was concluded, each participant evaluated what they had experienced in terms of "back home". Thus the day's activities encouraged the participants to work at the higher levels of the Cognitive Domain (Bloom). PROCESS ASSESSMENT The feedback from participants on the process they had gone through indicated that: (1) there was too much content to process; (2) there was not	Terminal Performance Objective One, Two, Three The analysis of the learner pre-tests indicated that few of them were familiar with the concepts to which they would be exposed. Therefore the entry levels were appropriate for the learning materials to be presented. The analysis of the pre-tests indicated that an average of 60% (of the stated 90% criteria) of the interim Performance Objectives were met. Time did not permit an assessment of the TPO's for this day. Since this was deemed an unacceptable level of achievement, it was decided that Videotapes of workshop participants in action in their own classrooms would be made and shown in the next session to provide further instruction in these concepts, utilizing more concrete input. About 1/3 of the participants voluntarily chose to carry out a self analysis of their teaching behavior in between this and the next session. The model with which they were provided is contained in Appendix E. This is an indication of their willingness to take responsibilities for their own professional development. As another method of utilizing the skills of the participants to help each other, each participant was asked during day 1-3 to bring in a project that they had used and which would be used at one of the

INPUT	PROCESS (continued)	OUTPUT (continued)
	enough immediate feedback to them on the results of their past test; (3) they didn't like to be tested so frequently. Therefore, a more individualized approach was developed for the Day Five. Seven or eight learning stations would be set up on Day Five to permit participants to control the pace and amount of learning they engaged in. The activities in these learning stations were designed to be partly auto- instructional. Thus, feedback from participants was used to demonstrate the co-leaders willingness to respond, and by so doing develop a sense of agency in the participants. Despite this, the majority of the participants indicated between moderate to very staisfied levels of satisfaction with the activities on their reaction sheets. (Appendix C)	areas in the Engineered Classroom. Only three participants brought in projects. This is indicative of a low level of acceptance of the workshop, and was probably the one most serious indicator of the workshop design's failure to foster a high level of motivation. To begin to build for the future, specifically to develop indigenous teacher leadership of inservice training, in the area for the years ahead, several participants were identified and were later asked to become members of what was called the Teacher Renewal Advisory Committee (TRAC). They would be asked to play a leadership role in Day Five and Day Six. Again this indicates that teachers are willing to take leadership responsibility, when the situation has meaning to them, i.e., meets felt needs. Finally, to more accurately determine the participants' perceptions of needs for long range inservice training, as well as to ascertain their preferences for how and where training was carried out, a survey form was devised and given to the TRAC members to distribute. In conclusion that only moderate progress was achieved in the second phase of the first renewal cycle ("learning new responses").

Day Five		
INPUT	PROCESS	OUTPUT
(See Appendix G for participant booklet). 1. The content of each of the eight learning stations. 2. The four objectives of the session. 3. The three new concepts: (Workshop Goal No. 3) (a) contingency contracting (b) performance based teaching and certification (c) new model for teacher inservice training	Activities It was noted that the affect, communication, power and goal linkages which were established in the first three days suffered from the rather long periods between the sessions of the MIIW. Therefore at the beginning of the session the participants were encouraged to relate to one another and wander through the learning stations at their leisure. They could begin the day's work, or just sit and chat with one another. Food and drink was available to them at any time It was felt that this opening activity contributed to the re-establishment of the necessary linkages which enhance the learning process in the "learning new responses" stage (Bennis, 1968). PROCESS ASSESSMENT The largest number of "very satisfied" responses of any session up to that point appearing in the Reaction sheet (Appendix C) used to assess the effectiveness also underscored this high level of satisfaction. For instance there was a large amount of sharing ideas and asking questions across groups from different counties, and animated conversation within county groups when the participants met to discuss long range plans for inservice training and what the groups wanted for Day Six. These sessions were now led solely by TRAC members. Consensus, and closure was reached in a very short	The output included: A schedule for Day Six which appeared to be very highly acceptable to the group -- i.e., the invitation to the area administrators to attend the last session. This indicated that the group has moved to a value response level in the Affective Domain. The responses were also renewal oriented responses. This related to workshop Goal No. 1. Indigenous leadership by the TRAC members to provide for the development and implementation shared leadership long-range inservice training. This related to Goal No. 4. The identification of topics for long range training for each of the counties. This product was highly valuable because, it was envolved over time by teachers themselves and imposed on them. These topics were: Suwannee County-EMR Curriculum Guide

	PROCESS (Cont.)	OUTPUT (continued)
	period of time, whereas in the early session it took a day or more to reach closure on the group's will on a given topic. This was a strong indication that the linkages of power and communication were well established. This also indicates that a true renewal process is underway with teachers willing, when given the opportunity, to select and actually follow leaders they have chosen.	Hamilton County-Using Community Agencies and Resources. Madison County-Educating Regular Education and parents regarding Exceptional Child Education Program. 4. A video tape by two workshop participants which showed the application of the performance based certification concept by peers of workshop participants (Marty Chandler and Pat Doyle). The simulation exercise on which this was based, developed by Jim Cleary for the workshop, can be said to be another product. It is Appendix H. 5. The scheduling of two presentations by workshop participants themselves (Catherine Howell and Dick Mesmer) was another product. This indicated that the group was feeling a sense of agency in meeting its own needs, rather than looking to imported "expert" to direct them and tell them what they needed to know.

Day Six (Last Day)

INPUT	PROCESS	OUTPUT
(1) The objectives for the day. (See Appendix I). (2) Food and drink and cooking utensils provided to the group to cook their own breakfast. (3) A simulation exercise aimed at testing a method for parental involvement aimed at workshop Goals No. 1, 2, 3.	Activities The activities for the day were aimed at establishing goal, communication, power and affect linkages between teachers and the administrators. Two methods were used. Teachers were invited to cook breakfast for an administrator and secondly small, in-county meetings were set up to discuss problems teachers had identified in the first three days of the workshop with the administrators from that county. The Special Education Administrator Task Simulation (SEATS) exercise, used in training special education administrators was adapted to be used to involve parents. It was felt the exercise would give parents whom teachers wanted to "turn on" a realistic feel for problems in special education. Administrators and teachers played the role of parents and tried to react as parents would. The group reported that this would be a useful tool in developing parent involvement which it will be recalled, was felt need expressed by the group in the first three days of the MIIW. Two sessions were devoted to presentations by two workshop participants. Finally, a total workshop assessment was obtained (Appendix J.) PROCESS ASSESSMENT The group indicated that on a scale	No attempt will be made to assess this day's output in detail. Instead the final output assessment obtained via the "Final Assessment (from Appendix J) will be stated. Final Assessment of All Days Continued The mean response level to Output question one (Appendix J) (how much they learned) was 3.6 in the past. This, according to the scale, was a moderate amount. The mean response to what they learned in the MIIW was 5.1. Again there was less variance in the responses to the MIIW. The mean response to Output question two (how much they applied what they learned) was 3.8 in the past. In the MIIW the mean response was 4.7. Given the limitations of the instrument, yet considering the Process/Product assessment above, these findings can only be said to be fairly good indications that the group did indeed respond positively to a renewal experience. It would be helpful if funds were made available to followup and see if indeed these teachers did use what they learned and became more active learners, in control of their inservice training destiny. The group, it would appear, was highly ready to undertake inservice training armed with a greater sense of agency, and more in contact

INPUT	PROCESS (continued)	OUTPUT (continued)
	of 0-7 their mean satisfaction to that session was 6.1. No one rated their satisfaction less than 5.0. Final Assessment of All Sessions: Appendix J shows the final process assessment results for the Madison Instructional Improvement Workshop as compared to the other workshop the group had been in. The difference has not been statistically analyzed, but it appears to range from 1.0 to 1.5 scale points higher for the MIIW. Given the real limitations of the instrument, no strong conclusions can be drawn about overall effectiveness of the MIIW model. The Product/Process descriptions stated earlier would tend to confirm that these results can be said to be confirmatory of the effectiveness of the Learner Advocacy process approach to inservice training. It can also be stated that there was less variance in the responses to the Madison Workshop than to prior training. These responses were on the positive side of the scale for MIIW. while responses to past inservice training were strung out over all parts of the scale.	with themselves and with the power structure as well, with peer leadership (TRAC). It is regretable that Education Renewal funds were not available in Fiscal year 1972. Multi-year training proposal prepared by Jim Cleary, workshop co-leader, was not submitted to the State Education Department because it appeared that there was little or no chance of that being selected and funded as an Education Renewal Site.Education renewal, . as it is being conceptualized here is a systematic, long range process wherein the unfreezing and refreezing processes (Bennis, et al, 1968) which underpin true renewal must be carried out continuously. The planning and funding structure of education inservice training regrettably is short term. This no doubt is a central factor in the lack of effectiveness of these programs. The cost of this workshop, figuring teacher and administrators salaries, cost of facilities and equipment used, payment of the consultant. etc. is a considerable amount. Does the product justify this expenditure? It is difficult to justify based on the product when the attitudes and skills developed in the MIIW will not be capalized on by continuing the process next year. That question could have been answered if the product could

INPUT	PROCESS	OUTPUT (continued)
		be related to an "index of teacher effectiveness". A significant increase in this index of teacher effectiveness as a result of the MIIW over a period of a year, covering perhaps 25 children for the 30 or so workshops participants, could add up to a reasonable return for the amount invested. An attempt is being made in industry to measure the return on a training investment, by setting up what is called "Human Resource Accounting" (Brummet et al, 1969). This would appear to be necessary if education is to demonstrate its willingness to be accountable when relatively large sums of scarce money continue to be invested in training. Finally a word about accountability and education renewal. The deliberate attempts in the MIIW to involve teachers in decision-making, in need identification and in assessment of effectiveness will be vital to their willingness to accept responsibility-- i.e. to be accountable. The work of Schwartz (1970), Horowitz (1968) and Steiner (1970) shows the effects of non-participants in decision-making on the individual's commitment to the enterprise. It must also be kept in mind that people vary in their need for comfort in constrictive vs free environments (Vroom, 1960; Forehand and Gilmer 1964). Many teachers in this workshop would have been more confortable being told what to learn. The question is would they be willing to be accountable? Lastly, true renewal should enhance self esteem. It is possible that since resistance to persuasion increases when self-esteem is raised (McGuire 1964), teachers should be more willing to be accountable when they are less easily persuaded or told what they need to learn, as is currently happening in most teacher inservice

INPUT	PROCESS	OUTPUT(continued)
		training. The present workshop design was calculated to raise participant's self esteem and the co-leaders often had to accept the reality that teachers were not easily persuaded to assess the effectiveness of an activity, even though assessment was highly valued by the co-leaders. Perhaps the implication of this for education administrators who expect accountability behavior from teachers is that they will have to accept teachers' decreased persuasibility, as a result of successful renewal experience which are the outcome of a redesigned model for inservice training such as the one being tested herein.

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Objective 4:

The previously stated evaluation procedures for this objective are as follows:

Evaluation of this objective will consist of the minutes of the meetings and records of attendance of county personnel in meetings.

In the counties served by the Title VI project at the beginning of the project year, the following conditions existed:

a. There were still a lack of total dedication to the exceptional child and his needs on the part of district administrators. Exceptional child units were overloaded. Facilities and materials were inadequate, in many cases. Teachers were also not certified. This was due in part to the attitude that "EMR's and TMR's are beyond help so don't expect results. Put in poor teachers, poor facilities, etc."

b. There was apathy on the part of district special education coordinators toward the exceptional child and his total program of training. Special education curriculums were designed with little provision for vocational training.

c. There was a need for expansion of programming to provide for all exceptional children. A cooperative approach among counties was needed to provide for exceptional children in low prevalence areas.

d. There was a definite need for better provisions for identification of exceptional children. Many children were being placed solely on teacher recommendation because they were discipline problems or academically retarded. There was a "lack of awareness" of what the proper procedure of referral, identification, placement and dismissal should be.

e. There was also failure on the part of district administrators to heed the Title VI consultant's suggestions for improvement.

The Title VI Consultant used the following activities as opportunities for inservice training of administrators: Individual meetings, placement committee meetings, Advisory Board meetings, area special education coordinator's meeting, and involvement in teachers' inservice program.

To evaluate changes in administrators' attitude the Title VI consultant kept a log. Following are examples of comments made that reflect a change in attitudes:

Mr. Milligan, Principal--"We have another student who we're going to move out (EMR Class). We didn't even have him tested because we know he doesn't qualify." (Special Education not a dumping ground).

Raymond Carver, Curriculum Coordinator--"You have one student who may belong in a class for specific learning disabilities or the emotionally distrubed rather than EMR class." (Spec. Ed. not synonymous with mentally retarded classes.)

Harold Bethea, Principal--Wanted to know if examiners from the Human Development Clinic were qualified under regulations of the State Board of Education to examine exceptional children. (This is a county where last year they were placed in Spec. Ed. on the basis of the Slosson and/or achievement.)

Everett Williamson, Assistant Superintendent--"I don't know how the rest of you feel but for the first time I feel real good about the Special Education program. I've been concerned about the possibility of law suits. The teachers' whole attitude is different, too."

The following accomplishments also reflect a change in attitude on the part of administrators:

a. Improvement of facilities - Two counties are in the process of remodelling a total of six special education classrooms with county funds. These are in addition to three new facilities being built in these counties with state and county funds.

b. Identification of Exceptional Children - Suwannee County will employ for the first time a full time school psychologist. Madison County will increase contracted psychological services from one to two days. In addition a tri-county school psychologist will serve Madison, Suwannee and Hamilton Counties. In line with this, in each of these counties the proper procedures for referral, identification, placement and dismissal of special education students were established this year.

c. Expansion of Programs - A regional TMR program serving Madison, Hamilton and Suwannee Counties will begin in September 1972. Programs are being initiated in Specific Learning Disabilities in two of the counties. One county is beginning a program in speech therapy. Two new secondary EMR programs are also being started.

d. Cooperative County Efforts - Hamilton, Madison and Suwannee Counties will share the services of a tri-county director of ECE and a school psychologist in addition to participating jointly in the TMR program.

e. Inservice Training of Teachers - Hamilton, Madison and Suwannee established two common inservice days for inservice training of ECE teachers. Hamilton and Suwannee Counties are funding ECE components for the first time. Madison funded two ECE courses this year.

f. Class Load - As proper identification procedures have been established, class loads have decreased. Two examples: Three ECE teachers' class enrollment from 52 students to 31 students. One part-time teacher's class load dropped from 64 to 23.

g. Vocational Training - In Hamilton County a real effort is being made to serve both TMR and EMR students through vocational education. The director of vocational education is being involved along with the principal, the ECE teacher, the counselor, and the director of ECE students in planning a special building that is to be built in order to facilitate involving the EMR students in the vocational education program.

The director of vocational education and the director of exceptional child education are working on a vocational education proposal for the TMR porgram. The TMR program in Pinellas County was visited in order to gain ideas for the proposal.

Objective No. 5:

The previously specified procedures for the evaluation of the accomplishment of this objective were as follows:

Evaluation will consist of evaluative checklist of material and equipment completed by teachers in the workshop based on criteria development in the B-2 module.

During each of the inservice training sessions teachers had an opportunity to examine instructional materials that were on display. The following materials were available: Sullivan Programmed Reading Materials Peabody Language Development Kits, Duso Kit (Developing Understanding of Self and Others), Peabody Rebus Reading Program, Stanwix Reading Series,Basic Interpersonal Relations Program by the Human Development Institute, Inc., Individualized Arithmetic Instruction and Reading Development Sheets, Distar Reading Program, Language Master Programs. At the final inservice sessions, three ECE teachers conducted a session on the SRA self concept program which they had used effectively with both EMR and TMR students.

A Materials Exhibit for ECE teachers was held during post-school. Materials were exhibited from 9:00 a.m. - 3:00 p.m. Teachers were free to attend at any time convenient for them and to stay as long as they wished. Approximately 20 companies of 415 invited exhibited.

The Title VI Consultant wrote to sixty companies for materials. Twenty-four companies responded. These materials were on display during the materials exhibit and will be used to begin a materials library for teachers.

Two lists of EMR instructional materials prepared by the State Department of Education were distributed to teachers at the first session.

The Title VI Consultant worked with ECE teachers and ECE coordinator in Lafayette and Hamilton Counties in selecting equipment for two new classes.

In Hamilton County, the Title VI Consultant secured an agreement with the System 80 representative to place one of their machines in two ECE classrooms for one semester each in order to evaluate its effectiveness with their students.

Objective No. 6:

The previously stated procedures for evaluating the accomplishment of this objective are as follows:

Due to developmental nature of the proposed analysis, an evaluation of the role of the multicounty coordinator/consultant, specific evaluation plans cannot be stated at this point. However, we do plan to develop techniques of evaluating coordination effectiveness, taking into consideration services rendered, facilitation of teacher performance, etc. We will also attempt to devise means whereby coordination activity can be at least tangentially related to student performance.

In order to do some behavior sampling of the actual functions and behaviors engaged in by the multicounty coordinator, a log of activities was kept. While this activity was found to be helpful from a self-assessment point of view, little seemed to be gained in terms of specifying the desired role or function of a multicounty coordinator.

At a less detailed level than previously mentioned log or activity chart approach several points of interest concerning the role of a multicounty coordinator have been highlighted. Foremost among these is the rather clear distinction between a consultant and a multicounty director. So long as a consultant is viewed as simply an advisor or remote assistant, little can be accomplished in terms of program modification and program improvement. The chain of command and areas of responsibility delegated to a multicounty director must be clearly specified if the individual in such a position is to have the desired impact. It is anticipated that the role established for the three counties in the coming year will result in the desired coupling of authority with responsibility.

It is important in this regard that teachers and other county personnel establish a clear perception of the individual in the role of multicounty Director of Special Education as individual having authority and a degree of control over programs rather than simply having advisory imput. Due to the fact that the three counties who will be employing the

Multicounty Director of Exceptional Child Education will be contributing funds to this position and based upon the prior understanding and cooperative agreement of the respective superintendents, the firm establishment of the authority as well as responsibility of this role seems quite likely in the coming year.

One point which has become increasingly clear over the past two years in the analysis and assessment of the role of multicounty coordinators is that primary concern should be given to the continuation of the function of the multicounty coordinator following the final year of Title VI funding. Activities and accomplishments desirable as they may be which are totally dependent upon external funding, which will be available only for a limited time, fail to have this lasting or permanent impact. It is felt that the ending of this transition from external to State funding, as evidenced in this project, should be considered one of the major successes of this year's Title VI funding for this project.

Objective No. 7:

Previously specified procedures for the evaluation of the attainment of this objective as follows:

Evaluation of this objective will consist of the availability of student placement folders containing results of the individually adminis tered psychological tests and the record of the number and type of reclassifications and/or dismissal decisions made on the basis of these tests.

The Title VI Consultant contracted with the Human Development Clinic at Florida State University to provide individual psychological testing for Hamilton, Madison and Suwannee Counties. (Lafayette and Taylor Counties were already providing their own.) Dr. Don Driggs, Director of the Clinic, used graduate students to assist with the testing but assumed full responsibility for the administration, scoring and interpretation of the results of each psychological evaluation.

The test battery consisted of (a) depending on age of testee the Wechsler Adult Intelligence Scale, or the Wechsler Intelligence Scale for Children, or the Stanford-Binet Intelligence Scale (Binet was felt to be more valid of the later two with younger students and students in TMR classes.), (b) Wide Range Achievement Test, (c) Bender-Gestalt or Memory for Designs Test, and (d) Draw- a-Person Test.

In return for providing psychological testing, the Title VI Consultant obtained the following commitment from the superintendent and Director of Exceptional Child Education in each county: Each child in an EMR or TMR class who had not had an individual psychological evaluation would be given one. Placement committees would then be set up in each school having an ECE class. Any student not meeting the criteria for placement would be returned to the regular program.

As psychological reports were received the Title VI Consultant set up Placement Committees in each school involved. School personnel who made up this committee were generally: The Title VI Consultant who chaired the meeting, the county director of ECE, the curriculum coordinator, special education teachers, and one regular education teacher. The fact that the committee was staffing children already in special classes made it impossible to include the referring teacher. The regular education teacher served as a liason between regular education and exceptional child education.

The criteria for placement in classes for the mentally retarded were as follows:

EMR Program

a. School age
b. Individual psychological evaluation by a competent specialist
c. IQ 50-75
d. Inability to profit from ordinary classroom instruction because of retarded intellectual development
e. Recommendation of Placement Committee based on the above criteria.

TMR Program

a, School age
b. Measured mental development 1/4 to 1/2 that of a child of normal intelligence
c. Individual psychological evaluation by a competent specialist
d. Inability to profit from instruction in a class for the Educable Mentally Retarded.

Based on a rate of $40.00 per student. Title VI funds in the amount of $10.000 were available to test 250 students. The number of students receiving psychological evaluation however, was much higher. In Hamilton County the guidance counselor at South Hamilton School was also a school psychologist but had never done any testing in Hamilton County. The Title VI Consultant worked out the arrangements with the psychologist, the principal, the county director of exceptional child education and the superintendent to have the school psychologist screen and test the special education students at South Hamilton School.

The school psychologist had the advantage of already knowing and having worked with students, being able to choose the most opportune time for testing, being available to interpret the results of testing and follow-up educational recommendations.

In Suwannee County, a commitment was made to place no more students in EMR classes without a psychological evaluation. The school board approved $2,000.00 for psychological evaluations in addition to those provided by Title VI funds. The Human Development Clinic did this additional testing also.

Madison County School Board contracted with Leon Mental Health Clinic for psychological service one day per week the first semester and two days per week the second semester. The Title VI Consultant worked closely with the counselors in each school in using the service of the Leon Mental Health Clinic and the Human Development Clinic to provide psychological evaluations of all students in ECE classes who had never had one or had not had a recent psychological evaluation. In addition, the Leon Mental Health Clinic did the evaluations of any student referred for the ECE program.

At the end of the school year there was a total of four students in special education classes in all three counties who had not had psychological evaluations. Each of these were scheduled for testing on at least two occassions but were absent.

Although on the whole the results of providing psychological evaluations were very satisfactory, there were some problems. Ideally, this testing should have been completed early in the school year, but because of the large number of students involved it extended from August 1971 through June 1972. Another disadvantage was the number of different examiners who did the testing. Although they followed the same general format there was variation in the quality of the reports. There were some instances where inappropriate recommendations were made. For example, one student with a Full Scale of 96 was recommended to spend one or two class hours per day in an EMR class to work on academic skills. This student could not be placed since he failed to meet the criteria established by the county. Some examiners recommended all students with a Full Scale IQ of 75 or less for an EMR or TMR class without considering factors other than mental retardation that might have affected the student's test performance.

PSYCHOLOGICAL EVALUATIONS

	School	Number of students screened	No. Returned to regular Edu. Based on Screening Results	No. of Placement Meetings	Decisions Based on Psychological Evaluations					
					Remain in Spec. Edu.	Shift in Spec. Class Placement	Return to Reg. Edu.	Total	*Other Spec. Prog.	Referred for Other tests**
Suwannee County	Suwannee Prim.***	15	7	5	28	3	14	45	1	5
	Suwannee Elem.			3	25(Rx 24)	2 (Rx)	14 (Rx 12)	41	1	8
	Suwannee Middle	10	5	2	31 (Rx 28)	0	10 (Rx 10)	41	8	11
	Suwannee High			2	13 (Rx 13)	0	5 (Rx 5)	18		
	Branford High	21	7	1	12 (Rx 12)	0	1 (Rx 1)	13	1	3
Madison Co.	Greenville Prim.			1	11 (Rx 6)	0	0	11	0	4
	Greenville Mid.			2	26 (Rx 9)	3	18 (Rx 5)	47	3	2
	Madison Middle			3	32 (Rx 20)	7 (Rx 7)	4 (Rx 1)	43	3	3
Hamilton County	Central Hamilton			3	15 (Rx 15)	1 (Rx 1)	6 (Rx 6)	22	3	2
	North Hamilton	8	3	1	10 (Rx 10)	2 (Rx 2)	4 (Rx 4)	16	3	1
	South Hamilton	50	39	1	14 (Rx 14)	0	13 (Rx 13)	27	6	5
	Hamilton Mid.			2	14 (Rx 14)	0	3 (Rx 3)	17	1	4
	Hamilton High			1	10 (Rx 10)	0	9 (Rx 9)	19	3	
	TMR Program			2	8 (Rx 7)	0	0	8	3	1
								368		

*Special Programs referred to were: Voc. Rehabilitation, Title I Remedial Reading Classes, Speech therapy.
**Other tests referred for: Hearing, Visual, Medical, speech evaluation.
***At the beginning of the school year, three ECE teachers were serving 52 children. (Recommended class size is 6-12 students.) After testing no teacher had more than 11 students.

Objective no. 8

The previous specified procedures for evaluating the extent of accomplishment of this objective are as follows:

> A followup questionaire will be administered to determine the number of teachers using objectives and to what extent they are being used. Pre- and post-assessment of teacher's knowledge of an attitude concerning behavioral objectives will also be collected.

The evaluation of the one-day workshop conducted by Dr. Brown and Mrs. Helms is relevent to the assessment of this objective. During this one-day workshop, measures were taken of expressed attitude toward behavioral objectives. Teachers were instructed in the use of, and selection of, behavioral objectives. During this in-service training session, the teachers were given an opportunity to examine behavioral objectives for TMR and EMR students, which had been developed by ECE teachers in Washington, Walton, and Holmes counties, to determine the extent to which they would be useful in their programs. Nineteen teachers requested and received copies of these materials. In addition, the TMR teachers were given samples of behavioral objectives being developed in Duval county to aid them in writing behavioral objectives for their program.

Inasmuch as teachers in this area had previously expressed rather negative and extremely skeptical feelings toward the use of behavioral objectives, the relatively positive attitude displayed by the teachers following this workshop and the actual use of objectives in instruction by a number of the teachers lead us to conclude that significant progress has been made toward the accomplishment of this object.

APPENDIX

APPENDIX A

JOINT SPECIAL EDUCATION AGREEMENTS BETWEEN HAMILTON COUNTY SCHOOL BOARD, MADISON COUNTY SCHOOL BOARD, AND SUWANNEE COUNTY SCHOOL BOARD

This contract signifies agreement on the part of the participating school boards of Hamilton County, Madison County and Suwannee County to provide a tri-county program for the Trainable Mentally-Retarded and to provide a tri-county director of Exceptional Child Education.

It is agreed by the undersigned school boards the board acting as the servicing corporation be charged with the responsibility for the administration and supervision of the joint agreement as delineated in the body of the written contract.

Section I - SERVICING CORPORATION

The Hamilton County School Board shall be the servicing corporation.

Section II - ADMINISTRATIVE PROVISIONS

The superintendents of each of the participating school boards shall act as an Advisory Committee for the TMR program and the Tri-County Director.

Section III - FINANCIAL SUPPORT

A. Tri-County Director -- The budget for the tri-county director will be funded with a state exceptional child unit and funds in the amount of $2,999.87 from each participating county.

B. Tri-County TMR Program

The TMR program will be funded with state exceptional child units. Each participating county will pay transportation costs.

Section IV - DUTIES AND FUNCTIONS OF THE TRI-COUNTY DIRECTOR

A. Establishes and chairs placement committee for identification and selection of exceptional children and is responsible for such placement.

1. Develops uniform procedures for screening, referral, psychological and educational assessment, placement, and dismissal of children from the program.

2. Coordinates decisions of placement as they relate to appropriate educational programming.

B. Establishes, coordinates, and evaluates the special education program which includes the development of administrative guidelines and procedures.

1. The scheduling of itinerant teachers.

2. Administrative organization and management.

3. Development of new programs and expansion of existing ones.

4. Reallocation of resources based upon needs assessment and other priorities.

5. Establishes identifiable professional and administrative roles with superintendent, principals, teachers and other personnel.

6. Develops procedures for the evaluation of program effectiveness.

7. Serves as director of the Regional Trainable Mentally Retarded Center.

8. Establishes procedures for long range program planning.

C. Assists in the recruitment, recommendation and supervision of special education personnel.

1. Advises in the appointment of teacher selection related to classroom or resource functions.

2. Advises in the appointment of the selection of itinerant personnel.

3. Responsible for the evaluation of special education personnel in cooperation with other administrative leaders.

D. Responsible for instructional planning and Curriculum Development.

1. Develop internally consistent curricula for exceptional children.

2. Maintain and improve instructional program.

3. Consult in the adoption of group and individualized instructional techniques.

4. Provide assistance in disseminating and demonstration of available methods, techniques, and materials.

5. Supervises teacher in relating instructional program goals and objectives to each child's needs.

6. In counties employing an ECE curriculum coordinator, the coordinator under the supervision of the director will assume the above responsibilities.

E. Responsible for the development, submittal and implementation of the Tri-County Special Education Plan.

1. Must know legal requirements.

2. Acquainted with state rules and regulations.

3. Works directly with state education department to maintain and improve standards of programs.

4. Responsible for the completion of necessary state reports.

F. Assist and recommend priorities for program budgeting which includes the efficient use of existing and new units.

1. Has responsibility fro recommending budget priorities within the scope of local and state unit financing as established by state guidelines program.

2. Provides imput to the Tri-County Advisory Committee which may effect budgetory decisions.

G. Maintain and develop communication lines and relationship with the community and with private and public agencies, affecting programming for special education.

1. Develop community relations and in particular, with parents of exceptional children.

2. Plan and organize for the inclusion of community and other input to the program.

3. Interpret special education services to community and agencies.

4. Establish concurrent referral, diagnostic, and treatment procedures with other agencies.

H. Establish preservice and inservice training programs for exceptional education personnel and other supportive personnel.

1. Plan for and provide preservice and inservice workshop based upon needs of the program.

2. Privide for continual upgrading of personnel through such workshops.

3. Establish workshop for regular teachers, administrators, etc. to acquaint them with the goals and objectives of special education programming.

I. Organization and Professional Relationship

2. Cooperates with principals and others in determining program needs as reflected in referral procedures, curriculum, materials, teacher growth, etc.

3. Consults and interprets the special education program to regular education teacher.

4. Provides administrative and instructional leadership to special education teacher.

5. Assumes the major responsibility for public relations as concerned with special education.

Section V - ELIGIBILITY OF STUDENTS FOR TMR PROGRAM

A. The identification and recommendation for placement shall be the responsibility of each participating county.

The criteria for participation shall be:

1. Students, ages 6-18 will be given first priority. Students, ages 19-21 may be served if space and transportation are available and upon the agreement of the three counties involved.

2. Measured mental capacity ranging from twenty-five to fifty per cent of normal as determined by a competent psychological evaluation.

3. Mental capacity may vary slightly from the established range if there are physical reasons why the student cannot function satisfactorily in an educable mentally retarded class.

4. Written consent of the parent or guardian.

5. Should be ambulatory, toilet trained to the point of being able to make his elimination needs known and able to at least partially feed and dress himself.

B. Dismissal of student from the program.

1. The student may be dismissed at any time upon the parent's request.

2. The student may be dismissed upon reaching age 18 or upon completion of 12 years of school.

3. Upon recommendation of the TMR teacher, verified by a competent specialist, the student may be placed in a more appropriate program.

4. A student may be dismissed if it is determined that his attendance constitutes a threat to the physical well-being of himself and others.

Section VI - AGREEMENT:

The duration of this agreement shall be for a period of (1) one year beginning July 1, 1972 and ending June 30. 1973, with the privilege of renewing said agreement automatically for succeeding years. Any necessary changes may be negotiated by written consent of participating school boards.

HAMILTON COUNTY SCHOOL BOARD

_____ Superintendent

_____ Chairman, School Board

MADISON COUNTY SCHOOL BOARD

_____ Superintendent

_____ Chairman, School Board

SUWANNEE COUNTY SCHOOL BOARD

_____ Superintendent

_____ Chairman, School Board

Dated this _____ day of _____ 19_____

APPENDIX B

THE MADISON "LEARNER ADVOCACY" MODEL FOR EDUCATIONAL RENEWAL A DEVELOPMENTAL APPROACH TO PLANNED CHANGE

Jim Cleary
Program for Exceptional Children
University of Georgia

May 8, 1972

BACKGROUND: The basic model for this approach to educational renewal was worked out in a six day workshop for special education teachers in Madison, Florida. The teachers represented a number of counties in a rural area of northern Florida. It was supported under Title VI. While the model envolved with special education personnel as the client the basic model can be said to apply to any group which desires renewal. It is, therefore, a generic organizational renewal model. The design assumptions of the model was presented next.

KEY ASSUMPTIONS ON WHICH THE MODEL WAS DESIGNED

1. Renewal is successful only if it leads to more efficient and effective use of fiscal, human, space, and time resources. In effect renewal should produce "more for less."

2. All true renewal is a developmentally oriented maturational process. Renewal must begin where people are and must build on successful completion of each step in the renewal process.

3. All true renewal is a successive approximation process, where the end state is never reached but is "reached for."
4. All true renewal is a cognitive and affective human encounter. Unless that encounter is successful, no real growth is possible. No curriculum innovation ca succeed unless it emanates from this successful encounter.

5. The renewal process must mirror the changes sought for in the client. In effect, a value system which is continuous must be applied to this renewal process. If individualized instruction is the goal of renewal, then the leaders must be trained so as to achieve individualized instruction for themselves. Then they will be more likely to "teach as taught."

6. Renewal is most successfully achieved using a Theory Y approach to the learner who is going through the renewal process. Theory Y is based on the assumption that the learner can be trusted and can be a co-creator of the total training experience. Pre-programmed terminal objectives as well as preselected ways of meeting those objectives inhibits the renewal process.

7. Renewal must produce a sense of mutual trust, a sense of agency, and a sense of commitment in those who are undergoing the renewal process. From this comes first the perceived freedom, then the willingness-to-be- accountable which is basic to a successful renewal process. This will also mean that a new set of criterion variables such as "number of inservice sessions attended" must be discarded.

8. A "Learning Laboratory" approach to the reduction of the person under going renewal will be more effective than the large group, lecture method. The basic ingredient of the laboratory method is that is provides a safe, but realistic learning environment where risks can be taken without fear of damaging either the client of the renewal process nor his client, the child.

   The "Learning Laboratory" approach will also permit the application of such concepts as Systems Analysis, Planning, Programming and Budgeting (P. P. B. S.), Management by Objectives (M. B. O.), Learning Activity Packages and Modules (L. A. P. S.), Contingency Contracting, etc. to the renewal process itself. Each learner will be able to see and feel these concepts in action since they can be applied to his own training through this Learning Laboratory approach.

9. Long range as well as short range considerations are built into and interact with one another. The short range aspects of renewal, meeting the immediate "felt" needs of the learner, are a major consideration in the three phases of the first renewal cycle to be described later on. Long range plans are laid only after these needs are met. Another way of saying this is that a successful renewal process accepts the constraints of present system but, through long range planning, reduces the impact of these constraints and add more degrees of freedom to the system of the future.

10. Finally, to successfully conclude the first cycle of the renewal process, a basic ingredient is the risk capital provided by the leaders in the organization undergoing renewal. Lasting change will fail unless these leaders are willing to consider giving up short term but transient gains at the service of making long term gains more probable. They do this by providing what has been called the "risk capital."

These are the basic assumptions on which the Madison "Learner Advocacy" model for renewal in education was designed. The Learner Advocacy makes the learner the focal point of the renewal process. It facilitates his reaching of goals that are important to him and to his reference group. In the next section, the three phases in the renewal cycle will be presented.

THE BASIC RENEWAL MODEL

The model is designed to operate in a three phase, recurring cycle. Each phase has specific objectives and represents a developmental, successive approximation approach, i.e., plannnd change.

First Cycle

Phase I

Objectives — A raising of consciousness through a human encounter.

The identification of felt needs and true concerns.

Procedures — A learning laboratory is established, and special activities are used to demonstrate to the group the commonalities of need, of problems, etc. This is at the service of increasing attending behavior and differentiating this renewal process from traditional inservice training activities.

Phase II

Objectives — To meet the immediate felt needs of the group for knowledge, skill, etc.

To identify indigneous leaders.

Procedures: — Resource persons identified by the group as able to help are brought in and protocol materials, developed by the workshop co-leaders, are employed. An attempt is made to use what is already available Leadership is shared with the indigenous leaders who surface. A "Train the Trainers" approach can be used to maximize these indigenous leaders' contribution to the group.

Phase III

Objectives: — To plan longer training

To link up with others who are needed to achieve this long range objective.

Procedures: — Here "significant others" are invited to participate in the pre-planned activities or new activities are designed specifically for them. Parents, administrators, university personnel, etc. can be included. Educational Renewal site selectors are key personnel which can be linked up with in the last phase of the first renewal cycle. Leadership is expanded when-ever possible.

This concludes the first cycle. At this point, the leadership of the renewal process has been widened to include the leaders selected by those undergoing the renewal. This leadership representing each special constituency, eg., parents, teachers, administrators, etc., , now plan the next step. Then the renewal process starts all over with the First Phase " a raising of consciousness." At this point those who can significantly contribute to a longer range renewal process are now included. The process is graphically represented below.

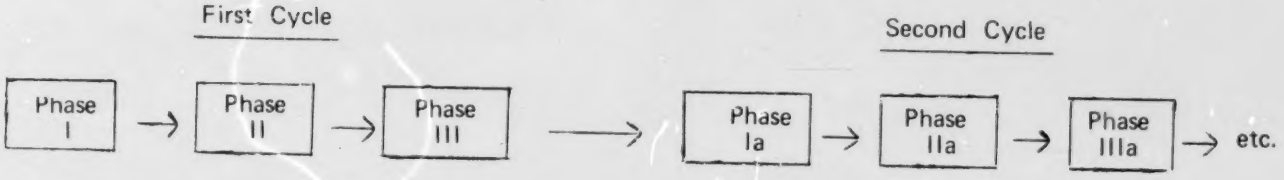


Fig. 1. MADISON LEARNER ADVOCACY MODEL FOR EDUCATIONAL RENEWAL

Time Frames for the Three Phases

Since this is a developmental approach to renewal, the time spend in each phase is related to these factors: (1) readiness of group; (2) available resources of time and money and people; (3) the initial goals established by those responsible for initiating the renewal process, as well as the emergent goal.

Role of Workshop Co-Leaders

The renewal process designeer is the person who is "imported" to begin the renewal process. He works closely with another person who has administrative responsibility in the region or district, the other co-leader.

This is to insure local control over the renewal process. Eventually, when the indigenous leaders are identified, they will be trained in the renewal process model to continue this local control over, and participation in, the renewal process.

Effectiveness of the Model

In conclusion, while the model has been envolved from a "real life" renewal problem in a rural special education region, it has not been carefully tested. The formative and summative research, utilizing new criterion variable measures (sense of agency, perceived freedom, etc.) with which to test its effectiveness will be the next order of business.

Acknowledgements

The "risk capital" for the development of this model was provided by Mrs. Lillian Sasnett, Consultant, North Florida Joint Consultive Service Center, and by Mrs. Virginia Eaton, Consultant, Florida State Department of Education. It was also provided by the University of Georgia in the form of time to work on the model. The "Learner Advocacy" concept emerged from a discussion with Bruce Gordon, Assistant Professor at Brockport State Teachers College in New York. The developmental approach to change was suggested by the work of Peggy Wood in the Education of Disturbed Children at Athens, Georgia.

APPENDIX C

Post Meeting Reaction Sheet

1. How did you feel about this session? (check)

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Quite satisfied	Very satisfied

2. Please comment on why you felt this way.

3. Were there any times when you wished to alter the direction of the session?

Never	A Few Times	Fairly Often	Very Often	Almost all the time

4. What things helped you take part in the session?

5. What things hindered you from taking part in the session?

6. How could it be improved?

APPENDIX D

MADISON WORKSHOP ON IMPROVEMENT OF INSTRUCTION FOR EXCEPTIONAL CHILDREN

Workshop Leaders:	Lillian Sasnett, Consultant Education For Exceptional Children Jim Cleary, Workshop Consultant University of Georgia
Participants:	Hamilton, Lafayette, Madison, Jefferson, Suwannee and Taylor Counties
Resource Participants:	Virginia Eaton, Consultant Title VI, Trainable Mentally Retarded Specific Learning Disabilities Department of Education Doris Bridgeforth, Consultant Exceptional Child Learning Resource System Department of Education Pat Hollis, Consultant Elementary Mentally Retarded Department of Education Ray Carver Elementary Curriculum Coordinator Suwannee County Teacher Renewal Advisory Council
Goals of Workshop:	1. To identify felt needs of exceptional child education teachers. 2. To develop strategies to meet these needs. 3. To extend participants' understanding of new concepts and techniques in exceptional child education. 4. To develop long range inservice goals.
Funding Source for Workshop	Regional Exceptional Child Education Project (Title VI B) Route 4, Box 156 B Jasper, Florida 32052

Tentative Schedule for Day Four

8:30	WELCOME	Lillian Sasnett, Consultant Regional Exceptional Child Education Project
8:45	REVIEW OF WORKSHOP GOALS and "game plan" for the day	Jim Cleary, Workshop Consultant
9:00	THE ENGINEERED CLASSROOM – A Review	Jim Cleary
9:30	Break	
9:45	GETTING KIDS TO PAY ATTENTION – An alternative to the old baseball bat and mule "getting his attention" technique.	Doris Bridgeforth, Consultant Florida Learning Resources Systems State Department of Education
11:30	Lunch	
12:30	THE MADISON PLAN AND PRECISION TEACHING - Making special education Special with a capital S.	Pat Hollis, Elementary EMR Consultant Department of Education
2:00	AN ENGINEERED "SIT IN" – A round robin on independent learning projects for use in the engineered classroom	All Workshop Participants
2:45	SUMMARY OF DAY	Selected Workshop Participants with Jim Cleary and Lillian Sasnett
	NEXT STEPS	Lillian Sasnett
3:30	ADJOURNMENT	

Goals of Day Four:

1. To extend participant's understanding of the "Engineered Classroom" concept.

2. To help participant to judge the relevance of the concept for his/her own teaching situation.

Terminal Performance Objectives, Day Four:

1. 100% of the participants will be able to state at least three differences between the self-contained classroom model and the "engineered Classroom" model.

2. 100% of the participants will be able to state the main difference between the "Engineered Classroom" model and the Madison Plan-Learning Center model for classrooms.

3. 90% of the participants will be able to state their personal evaluation of the "Engineered Classroom" in terms of its usefulness for them personally.

Interim Performance Objectives

1. 90% of participants will be able to (a) list the major centers in the engineered classroom and (b) state the main reason for having it in the classroom.

2. 90% of participants will be able to define the concept "base rate for interfering behaviors".

3. 90% of participants will be able to define concept "reinforcement contingency".

4. 90% of participants will be able to list at least 2 methods of developing a "reinforcement menu" for a child.

5. 90% of participants will be able to list at least 3 new reinforcement contingencies they could use in their own class to improve children's attending behavior.

Pre and Post Tests:

I. P.O. 1. List the major centers in the engineered classroom.

I. P. O. 2. Define concept - "base rate for interfering behaviors"

I. P. O. 3. Define concept - "Reinforcement contingency"

I. P. O. 4. List 2 methods of developing a reinforcement menu.

I. P. O. 5. List 3 reinforcement contingencies that you can use to improve children's attending behavior.

Interim Performance Objectives Continued:

6. 90% of participants will be able to define the Learning Center (as part of the Madison Plan).

7. 90% of participants will be able to define "precision teaching".

8. 90% of participants will be able to list at least 3 differences between her present class assignment and the classroom concept used in the Learning Center.

Pre and Post Tests:

I. P. O. 6. Define Learning Center.

I. P. O. 7. Define precision teaching.

I. P. O. 8. List 3 differences between your class and the classes in the Learning Center.

a.
b.
c.

Interim Performance Objectives Continued:

9. 90% of participants will be able to select three new projects for use in a:

_____ Center

_____ Center

_____ Center

_____ Center

Pre and Post Tests:

_____ Center

Projects
1.
2.
3.

_____ Center

Projects
1.
2.
3.

_____ Center

Projects
1.
2.
3.

_____ Center

Projects
1.
2.
3.

_____ (State a new center you could develop for a curriculum area not covered thus far and if possible state a project for it.)

Post Test (on Terminal Performance Objectives):

1. List 3 differences between the engineered classroom and the self-contained classroom.
   (a)
   (b)
   (c)
2. State the main difference between the "Engineered Classroom" and the classroom used in the Learning Center.

3. For me Engineered Classroom is: (circle one)

not useful moderately useful very useful

4. The instructional evaluation method used in this booklet is _____ referenced assessment; it also formative or summative (underline one); it is for the teacher's use (Jim Cleary) or for participant's use or both (underline one).

APPENDIX E

Examining My Teaching Behavior for Performance Certification

A. DO I INDIVIDUALIZE INSTRUCTION?

	Can't Say 0	Need to work very hard 1	Need some work on this (Certifiable) 2	Do not need to work on this (Highly Developed) 3	Competency Highly Dev. (I'm Beautiful) 4
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
Totals					

B. DO I SHOW REGARD FOR MY STUDENTS?

	Can't Say 0	Need to work very hard 1	Need some work on this (Certifiable 2	Do not need to work on this (Highly Developed) 3	Competency Highly Dev. (I'm Beautiful) 4
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19					
Totals					

C. DO I ENCOURAGE MY STUDENTS TO BE CREATIVE IN AREA OF THINKING?

	Can't Say 0	Need to work very hard 1	Need some work on this (Certifiable) 2	Do not need to work on this (Highly Developed) 3	Competency Highly Dev. (I'm Beautiful) 4
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
Totals					

D. DO I USE THE GROUP TO HELP ME?

	Can't Say 0	Need to work very hard 1	Need some work on this (Certifiable) 2	Do not need to work on this (Highly Developed) 3	Competency Highly Dev. (I'm Beautiful) 4
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					
37.					
38.					
39.					
40.					
Totals					

GRAND TOTALS	0	1	2	3	4
Total A					
Total B					
Total C					
Total D					

Conclusions about my own needs for professional growth:

KEY CONCEPTS OF INDIVIDUALIZATION

1. Knowledge of pupils. The teachers know each pupil. This concept is broader than merely knowing an I. Q. or a reading score. It includes knowing the habits, interests, hobbies, family relationships and other aspects of the pupil's life outside the classroom.

2. Physical facilities. A variety of resources is available and in use. This covers every type of resource for in-class or out-of-class use, including programmed materials, audio-visual aids, as well as books, newspapers, magazines and specimen objects.

3. Different tasks. Different pupils work on different tasks, selected at least in part by the pupils themselves. Teachers make a variety of assignments designed to individual requirements for both in-class and out-of-class work.

4. Participation. Learning activities are sufficiently varied that all pupils are seen participating in some learning activity.

5. Communication. Instead of sending out oral messages to "whom it may concern", the teacher communicates individually as may be needed with pupils singly or in small groups.

6. Modification of questioning. The teacher's questions vary in type and difficulty for different pupils, and in order to make sure each pupil understands.

7. Complementary teacher-pupil roles. The teacher adopts the role of a resource person and helper; the pupils contribute to the direction or content of the lesson and have the opportunity to lead and initiate change.

8. Time for Growth. The time that pupils require to complete a given task or master a given concept or skill must, because of individual differences, vary greatly. The teacher therefore provides for both extra help and enrichment through planning or allowing the use of extra class time.

9. Individual evaluation. Instead of a fixed standard that all are expected to attain, or fall by the wayside, evaluation is judged as change or improvement at individual rates of growth and development.

KEY CONCEPTS OF INTERPERSONAL REGARD

10. Demeanor. The teacher is relaxed, good-natured, cheerful, courteous and, if using humor, always inoffensive, rather than yelling, shouting, frowning, glaring, insulting or sarcastic. Pupils reflect similar demeanor.

11. Patience. Both teacher and pupils take time to listen to and accept one another, rather than press, hurry, interrupt or give rigidly directive orders.

12. Pupil involvement. Pupils and teacher both openly and natur-initiative or make voluntary contributions, instead of being apathetic, reluctant or slow to respond.

13. Physical movement is permissive, free, instead of submissive and dominated by the teacher.

14. Respect. There is mutually shared respect among pupils and teacher as evidenced by commending, accepting, helping, rather than rejecting or ignoring.

15. Error behavior. Pupils and teacher both openly and naturally accept and recognize errors of each other, rather than trying to cover up, losing face or showing guilt.

16. Pupil problems. Personal problems or handicaps are accepted with consideration, understanding and sympathy, rather than with ridicule or embarrassement.

17. Atmosphere of agreement. Pupils and teacher respect opinions of others and come to agreements without external coercion; conflict and hostility are not characteristic of problem solving.

18. Teacher-pupil identification. Teacher meets pupils on their level as one of them and is not withdrawn, aloof or superior.

19. Evaluation as encouragement. Positive, encouraging and supportive criticism, which pupils accept, is used rather than discouragement, disapproval, admonishment, blame or shame, which pupils ignore or reject.

KEY CONCEPTS OF CREATIVITY

20. Time for thinking. Time is allowed to think and discover, play with ideas, manipulate objects, experiment, without pressure to get "the answer" or get it "right".

21. Abundance of materials. Pupils have the stimulation of materials and other resources in great richness and variety.

22. Skills of thinking. A variety of skills used in creative thinking is practiced: inquiring, searching, manipulating, questioning, abstracting, analyzing, summarizing, outlining, generalizing, evaluating and the like.

23. Testing ideas. The examination, comparison and testing of divergent ideas are encouraged, as opposed to referring to authority.

24. Unusual ideas. Unusual ideas are entertained without anxiety or tension, and unusual questions are considered with respect.

25. Question and answer technique. The teacher uses open-ended questions rather than questions with a "right" answer, presents unsolved problems rather than a lecture with "correct" information filled in; pupils test and challenge rather than attempt to key in on the wanted correct answer, and are encouraged to consider questions for which they do not have the answer.

26. Self initiated activity. Pupils take responsibility for self-initiated learning, extend the limits of the topic, and the teacher encourages and credits pupil efforts to go beyond the lesson plan, assignment or question.

27. Opportunity for speculation. There is much opportunity for guessing, supposing, hypothesizing, fore casting results, with and without evidence, without the fear that wrong answers will be penalized, as opposed to handing out the correct answers in order to save time.

28. Evaluation as motivation. Originality is rewarded with recognition, pupils' ideas are treated as having value, unusual questions and diverse contributions are recognized and praise rewards creative effort, while formal evaluation and marking are delayed.

KEY CONCEPTS OF GROUP ACTIVITY

29. Physical arrangement. Seating facilitates interaction, as in face-to-face rather than audience situations.

30. Teacher purpose. The objectives and purposes of the teacher are to cultivate and facilitate social skills, cooperation, idea exchange and shared problem solving, rather than require pupils to work in isolation.

31. Decision-making. The group shares in decision making, rather than having decisions made by the teacher and the group told what to do.

32. Intercommunication. There is pupil-pupil communication as well as teacher-pupil communication, and pupils are free to seek assistance among thei group mates.

33. Conflict resolution. Where conflict among group members occurs, the group itself resolves the conflict rather than requiring policing by the teacher.

34. Cooperation. All pupils are seen cooperating in the group activity.

35. Role distribution. Pupils share the leadership role with the teacher, and are free to disagree with teacher proposals.

36. Group goals. Goals of the group are accepted by all members of the group, instead of factionalism that divides the efforts and purposes of the group.

37. Group personality. Syntality, cohesiveness, or a feeling of internal interdependency characterizes the group personality.

38. Consensus. The rules or mechanisms for arriving at group decisions results in uncoerced consensus rather than the forcing of a leaders opinion or hostility of a minority.

39. Group evaluation. Evaluation of group attainments is a function of the group rather than the prerogative of the teacher.

40. Teacher's group role. The teacher's role is that a member of the group rather than that of a director or superior who sets all goals and procedures.

APPENDIX G

MADISON INSTRUCTIONAL IMPROVEMENT WORKSHOP

DAY FIVE

March 10, 1972

Dear Participant,

Good morning! Another inservice training day is here. Lillian and I want to share with you our objectives for today this way rather than to have a formal presentation, so you can get right into the day's proceedings. Here are the four objectives for Day Five:

OBJECTIVE: 1 We hope to help you to get a different view of what the inservice training of the future will be like.

OBJECTIVE: 2 You will get a chance to see and react to the newly formed Teacher Renewal Advisory Committee (T. R. A. C.) for the region (also hear about the Survey results.)

OBJECTIVE: 3 You will participate in establishing objectives for the last day of the Workshop.

OBJECTIVE: 4 You will hear a presentation by Ray Carver, "Informal Assessment of Language Development Skill and Techniques for Teaching."

The schedule is as follows:

9:00 Begin workshop with Individualized Instruction
12:00 Lunch
1:00 Afternoon session
3:30 Adjournment

(A more detailed schedule is further on in the booklet.)

Our deep appreciation for your cooperation in completing the teacher inservice training questionnaire and your help with today's workshop.

Finally, a sincere thank you to Ray for being with us today, and a hearty welcome to you. Now please turn to the next page and fill out your "Contingency Contract. "Try it, you might like it."

Sincerely,

Lillian Sasnett, Consultant
Education for Exceptional Children

Jim Cleary, Workshop Consultant
University of Georgia

MADISON INSTRUCTIONAL IMPROVEMENT WORKSHOP

THE CONTINGENCY CONTRACT

Introduction

Remember that one of the goals of the workshop was to "extend participant's knowledge of new techniques in exceptional child education." To help you to learn about contingency contracting by doing, we are asking that you write your own contingency contract, that is specify how much you want to learn today, in this fifth day of the workshop. The objectives are listed below. Read them and then react to the statement. As you participate you can use the spaces provided to write in your answer.

OBJECTIVE: To show teachers what the inservice training of the future will look like.

TASK: There are 8 characteristics of inservice training of the future to learn.

CONTRACT: I want to learn_____(write in a number from 0-8 of them.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

THE CONTINGENCY CONTRACT (Continued)

To allow participants to learn about the role of the Teacher Renewal Advisory Committee (T. R. A. C.)

There are three things for which the T. R. A. C. member has agreed to be accountable.

I want to learn about _____ of them.

1. _____

2. _____

3. _____

(You will learn about their role by observing what they do, or by asking them.)

OBJECTIVE: To establish objectives for the last day of the workshop.

TASK: Participate in the session devoted to planning the last day.

CONTRACT: I want to make at least_____ suggestions about what to do on the last day.

****

OBJECTIVE: To learn about how to improve reading instruction for exceptional children.

TASK: Participate in Ray Carver's presentation.

CONTRACT: (Ray will help you to establish your contract.)

CONTINGENCY CONTRACT (Continued)

Beginning the Contract

You will begin the contract with the first activity.

End of Contract

The contract will be completed after you get the answer; (from 3 to 3:30 P. M.) and answer the post-test.

Reward

The reward for your efforts will have to be your own satisfaction in achieving objectives. EXCEPT - a money prize will be given to the participant who is able to identify weakness in current inservice training methods, one which violates a contingency contract principle.

This prize will be awarded at the end of the day out of the funds collected for "registration" fee.

Reference

To learn more about contingency contracting see: HOMME L., How to Use Contingency Contracting in the Classroom, Research Press Company, Post Office Box 3327, County Fair Station, Champaign, Illinois, 61820.

Developed by Jim Cleary
Workshop Consultant

(Please turn to the next page for further instructions.)

MADISON INSTRUCTIONAL IMPROVEMENT WORKSHOP

DAY FIVE

FIRST SESSION -- INDIVIDUALIZED INSTRUCTION 9:00 - 10:30

Introduction

There are a number of learning stations set up for you to go and learn in on your own. The main subject covered in the station is listed in each station. In the station utilizing videotapes of Dick and Penny there is an activity which will help you to learn about Performance Based Certification. In another learning station you can engage in a human relations exercise with colleagues, and so on.

Reaction Sheet

After you have been to a learning station please fill out a reaction sheet so we can tell how useful it was to you.

Refreshments

There will be no formal break during this session; feel free to take your coffee with you.

Now, please go into the LEARNING STATION AREA.

SECOND SESSION – 10:30 - 11:00

We will review the LEARNING STATION approach to inservice training and will hear a presentation about how it relates to:

1. The education model of the future
2. Teacher training of the future.

Leader: Jim Cleary

We will review the goals of the workshop

Leader: Lillian Sasnett

We will review today's goals.

Leader: Jim Cleary

THIRD SESSION – 11:00 - 12:00 (Small groups, by County)

We will hear a report on the Survey of Inservice Training. We will consider a proposal for the 6th and last day of the workshop. (If administrators are to be invited for last session, don't forget to write names down.)

Leaders: T. R. A. C.
Members

FOURTH SESSION – 1:00 - 2:30

Ray Carver will discuss "Reading Instruction Improvement for Exceptional Children."

Leader: Ray Carver

FIFTH (LAST) SESSION 2:30 - 3:30

We will assess the effectiveness of today's work. Feedback will be given on how many achieved their contract.

Co-Leaders: T. R. A. C.
Members

Jim Cleary

Awarding of Money Prize

Adjournment

Next day will be on June 5, 1972.

MATERIALS EXHIBIT

A materials exhibit for exceptional child education teachers will be held in the Madison High School lunchroom on June 6, 1972, from 9:00 - 4:00. Each of your counties has approved your attending the exhibit, and the number of inservice points you receive will be based on the number of hours you attend the exhibit. If you have received the cost of transportation to the inservice training this year, your county will also pay the cost of transportation to the exhibit.

Each county has also assured me that it will not be too late to turn in your materials order for next year after you attend the workshop.

We're counting on a good exhibit with a large number of companies participating. Hope you'll plan to attend.

APPENDIX H

J. W. Cleary
U. of Georgia
3/2/72

_____
_____

Simulation Exercise

A southern state department of education has taken the position that "teacher certification practices should move decisively toward the performance-based end of the continuum."

Assume that you have been asked to serve as a consultant to the department and have been given a list of possible competencies (1). Your job will be to see if you can judge whether the teacher has these competencies.

Under the new procedure each teacher who wants to be certified brings a videotape to the department and a panel of peers and supervisors judge the competency before making recommendations for certification.

Instruction: Assume that you are a teacher teaching in the same area as the applicant.

1. Select an area of competency (Do as many as you like.).
2. Watch the videotape for 5 minutes.
3. Within that period of time try to judge whether the teacher you are watching has a certain competency.
4. Circle the apporpriate number in the place provided.
5. At the end of 5 minutes choose another area and begin the same process again.
6. Now note the time and begin again (don't forget to write the teacher's name.)

(1)The list of competencies have been adapted from a list of "Indicators of Quality," developed by the Institute of Administrative Research, Teachers College, Columbia University.

Simulation Exercise
STATE DEPARTMENT OF EDUCATION
Performance Based Certification Project

Peer Reaction Form. (To be filled out by teacher consultants - Please drop in box after filling out).

Major Area of Competency

INDIVIDUALIZATION OF PROGRAM

Teachers Name _____

Beginning Time _____

Ending Time _____

0. Can't judge whether competency is there or not.
1. Competency is not adequately developed.
2. Competency is present but not enough in my opinion for certification.
3. Competency is adequately developed for certification.
4. Competency very highly developed.

(Circle one)

1. Physical facilities. Teacher has a variety of resources available and in use. This covers every type of resource for in-class or out-of-class use, including programmed materials, audio-visual aids, as well as books, newspapers, magazines and specimen objects. 0 1 2 3 4

2. Different tasks. Different pupils work on different tasks, selected at least in part by the pupils themselves. Teachers make a variety of assignments designed to individual requirements for both in-class and out-of-class work. 0 1 2 3 4

3. Participation. Learning activities are sufficiently varied that all pupils are seen participating in some learning activity. 0 1 2 3 4

4. Communication. Instead of sending out oral messages to "whom it may concern," the teacher communicates individually as may be needed with pupils singly or in small grops. 0 1 2 3 4

5. Modification of questioning. The teacher's questions vary in type and difficulty for different pupils, and in order to make sure each pupil understands. 0 1 2 3 4

6. Complementary teacher-pupil roles. The teacher adopts the role of a resource person and helper; the pupil contributes to the direction or content of the lesson and have the opportunity to lead and initiate change. 0 1 2 3 4

7. Time for growth. The time that pupils require to complete a given task or master a given concept or skill must, because of individual differences, vary greatly. The teacher therefore provides for both extra help and enrichment through planning or allowing the use of extra class time. 0 1 2 3 4

As a self-study, Peer Rater now focusses on himself compared to that teacher in the area of Group Activity (Circle one)

I need to work very hard on those competencies | I need some work on them | I do not need to work on them | I can't say

Simulation Exercise

STATE DEPARTMENT OF EDUCATION

Performance Based Certification Project

Peer Reaction Form. (To be filled out by teacher consultants--Please drop in box after filling out).

Major Area of Competency

GROUP ACTIVITY

Teachers Name _____

Beginning Time _____

Ending Time _____

0. Can't judge whether competency is there or not.
1. Competency is not adequately developed.
2. Competency is present but not enough in my opinion for certification
3. Compentency is adequately developed for certification
4. Competency is very highly developed.

(Circle one)

1. Physical arrangement. Seating facilitates interaction, as in face-to-face rather than audience situations. 0 1 2 3 4

2. Teacher purpose. The objectives and purposes of the teacher are to cultivate and facilitate social skills, cooperation, idea exchange and shared problem solving, rather than require pupils to work in isolation. 0 1 2 3 4

3. Decision-making. The group shares in decision making rather than having decisions made by the teacher and the group told what to do. 0 1 2 3 4

4. Intercommunication. There is a pupil-pupil communication as well as teacher-pupil communication, pupils free to seek assistance among their group mates. 0 1 2 3 4

5. Conflict resolution Where conflict among group members occurs, the group itself resolves the conflict rather than requiring policing by the teacher. 0 1 2 3 4

6. Cooperation. All pupils are seen cooperating in the group activity. 0 1 2 3 4

7. Role distribution. Pupils share the leadership role with the teacher, and are free to disagree with teacher proposals. 0 1 2 3 4

8. Group goals. Goals of the group are accepted by all members of the group, instead of factionalism that divides the efforts and purposes of the group. 0 1 2 3 4

9. Group personality. Snytality, cohesiveness, or a feeling of internal interdependency characterizes the group personality. 0 1 2 3 4

10. Consensus. The rules or mechanisms for arriving at group decisions result in uncoerced consensus rather than the forcing of a leader's opinion or hostility of a minority. 0 1 2 3 4

11. Group evaluation. Evaluation of group attainments is a function of the group rather than the prerogative of the teacher. 0 1 2 3 4

12. Teacher's group role. The teacher's role is that of a member of the group rather than that of a director or superior who sets all goals and procedures. 0 1 2 3 4

As a self-study check, Peer Rater now focusses on himself compared to that teacher in the area of Interpersonal Regard (Circle one)

I need to work very hard on those compentencies | I need some work on them | I do not need to work on them | I can't say

Simulation Exericse

STATE DEPARTMENT OF EDUCATION

Performance Based Certification Project

Peer Reaction Form. (To be filled out by teacher consultants--Please drop in box after filling out.

Major Area of Competency

INTERPERSONAL REGARD

Teachers Name _____

BeginningTime _____

Ending Time _____

0. Can't judge whether competency is there or not.
1. Competency is not adequately developed.
2. Competency is present but not enough in my opinion for certification.
3. Competency is adequately developed for certification.
4. Competency is very highly developed.

	(circle one)
1. Demeanor. The teacher is relaxed, good-natured, cheerful, courteous and, if using humor, always inoffensive, rather than yelling, shouting, frowning, glaring, insulting or sarcastic. Pupils reflect similar demeanor.	0 1 2 3 4
2. Patience. Both teacher and pupils take time to listen to and accept one another, rather than press, hurry, interrupt or give rigidly directive orders.	0 1 2 3 4
3. Pupil involvement. Pupils and teacher both openly and naturinitiative or make voluntary contributions instead of being apathetic, reluctant, or slow to respond.	0 1 2 3 4
4. Physical movement is permissive, free, instead of submissive and dominated by the teacher.	0 1 2 3 4
5. Respect. There is mutually shared respect among pupils and teacher as evidenced by commending, accepting, helping, rather than rejecting or ignoring.	0 1 2 3 4
6. Error behavior. Pupils and teacher both openly and naturally accept and recognize errors of each other, rather than trying to cover up, losing face, or showing guilt.	0 1 2 3 4
7. Pupil problems. Personal problems or handicaps are accepted with consideration, understanding and sympathy, rather than with ridicule or embarrassment.	0 1 2 3 4
8. Atmosphere of agreement. Pupils and teacher respect opinions of others and come to agreements without external coercion; conflict and hostility are not characteristic of problem solving.	0 1 2 3 4
9. Teacher-pupil identification. Teacher meets pupils on their level as one of them and is not withdrawn, aloof or superior.	0 1 2 3 4
10. Evaluation as encouragement. Positive, encouraging and supportive criticism, which pupils accept, is used rather than discouragement, disapproval admonishment, blame or shame, which pupils ignore or reject.	0 1 2 3 4

As a self-study check, Peer Rater now focusses on himself compared to that teacher in the area of Creativity (Circle One)

I need to work very hard on those competencies | I need some work on them | I do not need to work on them | I can't say

Simultation Exercise
STATE DEPARTMENT OF EDUCATION
Performance Based Certification Project

Peer Reaction Form. (To be filled out by teacher consultants--Please drop in box after filling out).

Major Area of Competency
CREATIVITY

Teachers Name _____

Beginning Time _____

Ending Time _____

0. Can't judge whether competency is there or not.
1. Competency is not adequately developed.
2. Competency is present but not enough in my opinion for certification
3. Competency is adequately developed for certification
4. Competency is very highly developed.

(circle one)

1. Time for thinking. Time is allowed to think and discover, play with ideas, manipulate objects, experiment, without pressure to get "the answer" or get it "right?" 0 1 2 3 4

2. Abundance of materials. Pupils have the stimulation of materials and other resources in great richness and variety. 0 1 2 3 4

3. Skills of thinking. A variety of skills used in creative thinking is practiced: inquiring, searching, manipulating, questioning, abstracting, analyzing, summarizing, outlining, generalizing, evaluating and the like. 0 1 2 3 4

4. Unusual ideas. Unusual ideas are entertained without anxiety or tension, and unusual questions are considered with respect. 0 1 2 3 4

5. Question and answer technique. The teacher uses open-ended questions rather than questions with a "right" answer, presents unsolved problems rather than a lecture with "correct" information filled in; pupils test and challenge rather than attempt to key in on the wanted correct answer, and are encouraged to consider questions for which they do not have the answer. 0 1 2 3 4

6. Self-initiated activity. Pupils take responsibility for self-initiated learning, extend the limits of the topic, and the teacher encourages and credits pupil efforts to go beyond the lesson plan, assignment or question. 0 1 2 3 4

7. Evaluation as motivation. Originality is rewarded with recognition, pupil's ideas are treated as having value, unusual questions and diverse contributions are recognized and praise rewards creative effort, while formal evaluation and marking are delayed. 0 1 2 3 4

As a self-study check, Peer Rater now focusses on himself compared to that teacher in the area of Creativity (Circle one)

I need to work very hard on those competencies | I need some work on them | I do not need to work on them | I can't say

APPENDIX I

MADISON INSTRUCTIONAL IMPROVEMENT WORKSHOP, DAY SIX

JUNE 5, 1972

Madison Middle School — Madison, Florida

Workshop Leaders:

Lillian Sasnett, Consultant
Education for Exceptional Children
Jim Cleary, Workshop Consultant
University of Georgia

TOPIC: The Team Approach to Special Education Renewal

GOAL: A felt need expressed by the teachers in the Madison Workshop was to explore the possibilities of working more closely with administrators to improve special education. The goal of this session is to begin the process by which the above will occur:

PROGRAM

8:30 - 9:15 Human Relations Activities

Objective: To permit workshop participants to get to know one another.

Leaders: Teacher Renewal
Advisory Committee (TRAC)

9:15 - 9:45 Presentation of SRA Program on Self-Concept

Objective: To demonstrate use of new ECE materials for participants.

Leaders: Catherine Howell
Barbara Grenier

9:45 - 10:45 Slide Presentation of TMR Trip to the Keys

Objective: To show the potential these children have for independence, etc.

Leader: Dick Messmer

10:45 - 11:00 Break

11:00 - 11:45 Small Group Discussion by Administrators and Teachers

Objective: To identify mutual and individual concerns and ideas for improvement of Special Education. The total group will be broken up into small groups, with a TRAC member leading the discussion with principals and teachers.

11:45 - 12:30 Summary of each group's discussion by TRAC members. Implications for the future.

12:30 - 1:45 Lunch

Co-Leaders: Jim Cleary
Lillian Sasnett

1:45 - 2:45 Workshop Summary and Assessment of Progress

Leader: Lillian Sasnett

2:45 - 3:30 Long Range Training Proposal for Submission to State Department "The Madison Model for Educational Renewal".

Leader: Jim Cleary

3:30 Adjournment (Very short TRAC Committee Meeting)

APPENDIX J

Master Sheet - Final Assessment of all days in MIIW

June 5, 1972

Final Assessment Form

Please fill in:

J. W. Cleary, Workshop Consultant
Program for Exceptional Children
University of Gerogia

Male [ ] Female [ ]

Position _____

Years of Teaching Experience _____

Days Attended

August 1971 [ ] 1 [ ] 2 [ ] 3 October 1971 [ ] 4 March 1972 [ ] 5

How satisfied did you feel with today's session?

Very dissatisfied — Neither satisfied Nor dissatisfied — Very satisfied

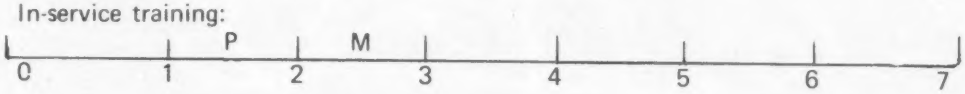
Directions: Read the stem for each of the items listed.

Respond first to how you believe that item relates to in-service in which you have been involved in the past by placing a P in the space between 0 and 7 which best fits your past experience in in-service training.

Then consider how that stem applies to the Madison Workshop and put an M in the space which best fits your experience in the Madison Workshop.

Example: (This item will not be counted in this assessment)

In-service training:



Was never very useful — Neither useful nor useless — Was always useful

Now kindly read each of the items and respond first with a P and then with an M. Your cooperation is very much appreciated.

Madison Workshop
Final Assessment Form

Means Past

PROCESS ASSESSMENT*

Means MIIW

1. How clear were your group's goals? (i.e., Madison vs. previous group.)

3.8

4.9

Completely unclear — Neither clear nor unclear — Completely clear

2. How open were members in expressing their feelings and attitudes?

3.7

5.1

Closed and hidden — Neither open nor closed — Open and above board

3. How flexible was the group in selecting its working procedures?

3.2

4.5

Rigid, mechanical — About half and half — Organic procedures fit task

4. How willing was the group to examine its working procedures and make needed changes?

3.3

4.7

Never elevates — Does this half the time — Always checks effectiveness

5. To what extent was the group dominated by any of its members?

3.4

4.5

One member dominates — Half dominate half follow — Leadership shared by all

6. To what extent did the group utilize the ability and resources of its members?

3.5

4.7

Never utilize — About half and half — Always utilize

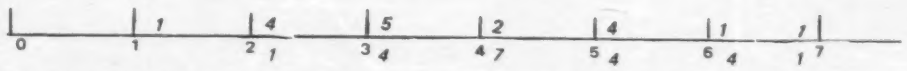
*Frequency of ratings at a given point on scale are given above the line for past inservice training, and below the line for frequency of rating in the MIIW for both Process and Output scales.

Means Past

7. How effectively did the group achieve a balance between its task and problems and needs of its members?

MIIW

3.6

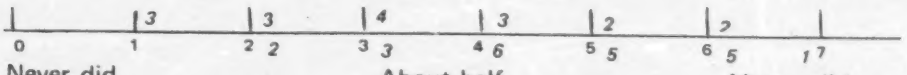


4.4

Always inbalance by one or other | Achieve balance half the time | Always in balance

8. How frequently did the group strive for consensus and securing of member commitment?

3.2

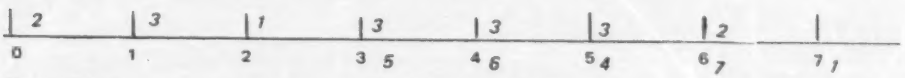


4.5

Never did this | About half the time | Always did this

9. How did the group go about working at its tasks?

3.2

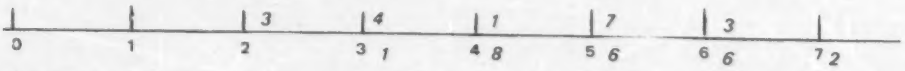


4.7

Completely coasted | Neither coasted nor dug | Dug in--worked hard

10. How did you feel about the group and its members?

4.7

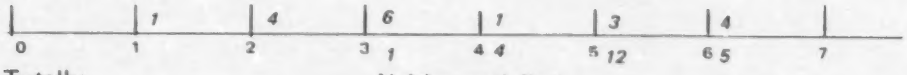


5.0

Worst possible team | Neither poor nor good | Best possible team

11. How satisfied did you feel?

3.7



5.0

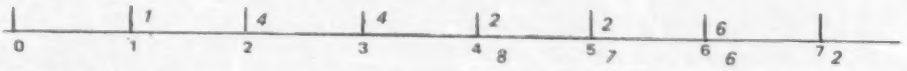
Totally dissatisfied | Neither satisfied nor unsatisfied | Totally satisfied

Process Grand X Past [3.6] Process Grand X MIIW [4.7]

OUTPUT ASSESSMENT

1. Regarding how much you learned in the in-service training:

3.6

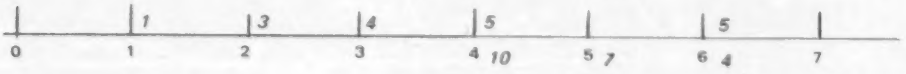


5.1

I learned almost nothing | I learned a moderate amount | I learned a great deal

2. Regarding how successful you were in applying what you learned:

3.8



4.7

I was never successful | I was successful half the time | I was always successful

3.7 ←——— Grand Means (Output) ———→ 4.9